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ABSTRACT

Project Unity was a project funded by the Elementary and Secondary Education Act Title VII in its third and final year of operation in 1993-94. The project provided instruction to teachers of students with limited English proficiency in both special and general education classes in New York City public schools. Teachers participated in an initial 2-hour plenary session followed by a seminar series. The initial seminar focused on the selection and development of a collaborative model for each school and a presentation that linked language and culture. Other seminars were devoted to such topics as a school-based model for different levels of language proficiency, serving bilingual students through mainstreaming, curriculum and instructional adaptations, individualizing instruction, multicultural awareness, and interrelationships between general and special education teachers. Subsequent to each seminar, the teachers shared information about their community, school, and students and created an action plan for their individual school. Project staff made field visits to teachers to discuss problems, plans, and progress. This evaluation report describes the project and indicates that the project met all of its objectives. Appendixes provide a list of materials distributed to program participants, notes from observations of meetings, copies of survey forms, and an outline for a professional development collaborative model. (JDD)

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Project Unity
Short-Term Training Program Grant T003V10015
1993-94 EVALUATION REPORT
THREE-YEAR OVERVIEW

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EXECUTIVE SUMMARY

Project Unity was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its third and final year of operation in 1993-94.

In the year under review, Project Unity provided instruction to 173 teachers of students of limited English proficiency (LEP) in both special and general education classes in 24 schools in nine Community School Districts (C.S.D.s). This was an increase of 44 teacher-participants and 3 C.S.D.s over the previous year.

Teachers participated in an initial two-hour plenary session followed by a seminar series. All seminars were presented by experienced consultants and project staff. The initial seminar focused on the selection and development of a collaborative model for each school and a presentation that linked language and culture. Other seminars were devoted to such topics as school-based models for different levels of language proficiency, serving bilingual students through mainstreaming, curriculum and instructional adaptations, individualizing instruction, multicultural awareness, and interrelationships between general and special education teachers.

Subsequent to each seminar, the teachers shared information about their community, school, and students and created an action plan for their individual school. In addition, support meetings were provided for those teachers desirous of them, and project staff made field visits to teachers to discuss problems, plans, and progress. An additional seminar was added in January 1994 in response to participants' requests for additional training. A final conference, the Sharing Institute, was held on May 21, 1994.

The project met all of its objectives.

Since this was the project's final year, the Office of Educational Research offers no recommendations.

ACKNOWLEDGEMENTS

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TABLE CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Participant Characteristics	1
	Project Objectives	3
	Project Implementation	4
II.	EVALUATION METHODOLOGY	9
	Instruments of Measurement	9
	Data Collection	9
III.	FINDINGS	10
	First Collaborative Model Development Session	10
	Second Collaborative Model Development Session	11
	Third Collaborative Model Development Session	12
	Fourth Collaborative Model Development Session	12
	The Sharing Institute	13
IV.	THREE-YEAR OVERVIEW	15
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	16
	Achievement of Objectives	16
	Most and Least Effective Components	16
	Recommendations to Enhance Project Effectiveness	17
APPENDIX A	Materials Distributed to Program Participants	18
APPENDIX B	Observations at Project Unity Meetings	19
APPENDIX C	Likert Scales	22
APPENDIX D	Outline for Professional Development Collaborative Model	29

LIST OF TABLES

		PAGE
TABLE 1	Teachers Participating in Project Unity	2
TABLE 2	Project Staff Qualifications	6
TABLE 3	Qualifications of Non-Title VII Staff	8

I. INTRODUCTION

This report documents the Office of Educational Research's (OER's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded short-term training program, Project Unity.

PROJECT CONTEXT

In the year under review, the project provided staff development and support for 173 teachers at a total of 24 schools. (See Table 1 for schools, Community School Districts [C.S.D.s], numbers of teachers, and collaborative models.)

Buildings at project sites ranged from new to very old (100 years), but classrooms observed by the OER evaluation consultant were clean, bright, and made attractive with displays of students' art.

PARTICIPANT CHARACTERISTICS

Project Unity served 173 bilingual and monolingual general and special education teachers of limited English proficient (LEP) or former LEP (FLEP) students. All of the participants made a commitment to form a team in their home school, set up a collaborative model for establishing and meeting a set of goals, and to participate in the Sharing Institute at the end of the year.

Needs Assessment

Before instituting the project, the project director conducted a needs assessment by reviewing reports on many different workshops and conferences dealing with the training of special education and general education teachers of LEP students. The data obtained indicated several primary needs: 1) to provide

TABLE 1

Teachers Participating in Project Unity

School and Borough	C.S.D.	Grade Level	Number of Teachers Participating	Collaborative Model
J.H.S. 43M	5	7-9	5	Professional
J.H.S. 223M	6	4-8	3	Professional*
I.S. 184X	7	6-8	7	Curricular
C.E.S. 2X	9	K-6	4	Professional
C.E.S. 53X	9	K-5	9	Curricular
C.E.S. 58X	9	K-6	9	Instructional
C.E.S. 163X	9	K-3	13	Curricular
C.E.S. 170X	9	PK-2	6	Professional
C.E.S. 204X	9	K-5	10	Professional
C.E.S. 230X	9	K-5	6	Professional
P.S. 27K	15	PK-6	4	Professional
M.S. 136K	15	6-9	8	Professional
P.S. 6K	17	K-6	8	Professional
P.S. 138K	17	1-6	8	Instructional
P.S. 316K	17	K-5	8	Professional
P.S. 340K	17	4-5	5	Instructional
P.S. 399K	17	K-5	6	Curricular
I.S. 61K	17	6-8	8	Professional
I.S. 14K	22	6-8	12	Professional
P.S. 197K	22	PK-5	6	Curricular
P.S. 206K	22	PK-5	9	Professional
P.S. 14Q	24	K-5	6	Instructional
P.S. 19Q	24	K-5	10	Professional
P.S. 215Q	27	K-5	3	Curricular*

*Schools that did not complete implementation.

collaborative training; 2) to focus on knowledge and skills concerning LEP students' linguistic diversity; 3) to show how multicultural awareness impacts on cross-cultural instructional strategies; and 4) to develop mutual respect among bilingual and monolingual teachers of general and special education students.

PROJECT OBJECTIVES

- At the initial Collaborative Models Development Session, Project Unity participants will receive information on collaborative planning.
- At the initial Collaborative Models Development Session, Project Unity participants will receive information on language diversity and levels of language proficiency.
- By the conclusion of the first session, Project Unity school teams will have selected the collaborative model they want to develop and will complete the first section of the outline.
- At the second Collaborative Models Development Session, Project Unity participants will receive information on multilingual/multicultural education related to the needs of students in their school and district community.
- At the second session of Project Unity, school teams will develop Part II of the model outline.
- At the third Collaborative Models Development Session, Project Unity participants will receive information on curriculum alignment for bilingual and LEP students as well as techniques for adapting curriculum and instruction to facilitate the mainstreaming process.
- By the conclusion of the third session, Project Unity school teams will complete their Action Plans (Part III of the model outline).
- Project Unity school teams will pilot their models, conduct action research, and complete the "Reflections on the Group Process" section of the model.
- All Project Unity teams will present their models at the Sharing Institute.

PROJECT IMPLEMENTATION

At the start of Project Unity, the project director contacted district superintendents to identify schools for participation. After start-up, the project provided a series of conferences, field meetings, and the services of the Board of Education of the City of New York's Division of Bilingual Education (D.B.E.) and the Multifunctional Research Center (MRC) at Hunter College. It also offered support to participants and afforded them an opportunity for networking.

At each site, teacher participants worked together to accomplish their particular goals within the parameters of Project Unity. They received support from the principal and other supervisors at the school as well as from district staff.

The purpose of the seminar series was to select and develop a collaborative model for each school. Initially, the participants attended a two-hour plenary orientation session and the first part of a nine-hour seminar series. The second and third parts of the seminar series consisted of two after-school sessions of three hours each, held in the various districts. These sessions focused on collaborative, school-based models for different levels of language proficiency: serving bilingual students through mainstreaming; curriculum and instructional adaptations; individualization of instruction; multicultural awareness; and the relationship between teachers serving bilingual LEP students in special and general education. In addition, there was an informal sharing and workshop development session in January. The final session was the annual Sharing Institute held May 21, 1994 at Hunter College.

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OER Report

Project Unity
Short-Term Training Program Grant T003V10015
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THREE-YEAR OVERVIEW

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Materials , Methods, and Techniques

Project Unity used a number of strategies, methods, and techniques to promote staff development in the collaborative process, including:

a. large-group professional development seminars with consultants or staff developers acting as lecturers and discussion leaders sharing their experiences;

b. support groups to provide opportunities to discuss progress and problems and share materials;

c. field visits to sites by the project director and support staff at the request of individual schools;

d. school intervisitation that enabled schools from across New York City to interact with each other;

e. sharing sessions that enabled participating teams to learn about one another's strengths and resources;

f. a teacher-researcher support group that referred teachers to special sections in professional publications for use in their own study and workshop groups; and

g. making available bilingual, E.S.L., special education, and Division of Bilingual Education staff to model the type of teaming desired at after-school workshops.

During the summer of 1993, a group of Project Unity team members assisted in developing descriptions of models, a list of challenges and possible solutions, and topics for further study and research.

See Appendix A for a list of materials distributed to participants.

Capacity Building

This was the last year of the project. During its three years of operation, the number of participating districts was increased from three to nine, the number of schools from 18 to 24, and the number of teachers from 119 to 173.

Staff Qualifications

Title VII staff. Title VII funded eight trainers on a per-session basis and partially funded the consultant. Project Unity provided 75 percent funding for the office aide with the remainder paid by the D.B.E. For a description of their degrees and language proficiency (teaching or communicative)*, see Table 2.

TABLE 2

Project Staff Qualifications

Title	Degree	Language Competency
Trainers (8)	M.A. (8)	Spanish 8 TP
Consultant	Ed.D.	Spanish 1 TP
Office Aide	High School	Spanish 1

Teacher trainer responsibilities included serving as facilitators for teams at all training and collaborative model workshops helping them prepare their presentations for the Sharing Institute.

*Teaching proficiency (TP) is defined as the ability to use LEP students native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

Per-session consultants served as resources at training and collaborative model development sessions. The consultants advised on collaborative school-based models, mainstreaming, and multicultural approaches. They adapted curriculum for special education LEP students, and advised school teams on their collaborative models.

The office aide prepared correspondence, training agendas, and other materials; assisted in making arrangements with participating C.S.D.s for training and collaborative model development; and coordinated scheduling arrangements with all teams.

Other staff. Other staff working with project participants included the project director (paid with tax-levy monies), a consultant from the Evaluation Assistance Center (EAC), a project associate, a computer specialist, a program associate and a secretary from Hunter MRC, and a staff developer from the D.B.E. (For a description of their degrees and language competency, see Table 3.)

The project director's responsibilities included implementing the program, planning the staff development activities with trainers and consultants, purchasing materials, and providing data for evaluation. The consultants served as resources at the Project Unity training and Collaborative Model Development sessions. They also visited the school teams and compiled the Collaborative Models which the school teams had developed.

Length of Time Participants Spent in Program

While this was the first year of participation for some, others had spent two or three years in Project Unity and served as resources to newer participants.

TABLE 3

Qualifications of Non-Title VII Staff

Title	Degree	Language Competency
Project Director	Ph.D.	Spanish TP
Consultant	M.A.	unreported
Staff Developer	M.A.	Haitian TP
Project Associate	Ed.D.	Spanish TP
Computer Specialist	M.A.	unreported
Secretary	High School	

II. EVALUATION METHODOLOGY

INSTRUMENTS OF MEASUREMENT

OER developed and distributed a questionnaire that measured participating teachers' reactions to each of the Collaborative Models Development Sessions and the Sharing Institute. (See Appendix C.)

DATA COLLECTION

To gather qualitative data, an OER evaluation consultant observed a support session and made several field visits, at which he observed Project Unity participants planning activities and discussing their progress and problems. The evaluation consultant also attended the Sharing Institute and several workshops. (See Appendix B for detailed descriptions.)

III. FINDINGS

Project Unity carried out all the activities specified in its original design. Training seminars covered such topics as collaborative school-based models for different levels of language proficiency and serving bilingual students through mainstreaming. Support meetings provided a forum for the discussion of problems and the sharing of ideas. Field visits provided on-site assistance. The project arranged for a final wrap-up meeting, the Sharing Institute, to afford participants the opportunity to discuss their experiences and provide input.

FIRST COLLABORATIVE MODEL DEVELOPMENT SESSION

This session was held at Hunter College on November 7, 1992, and was co-sponsored by the D.B.E. and MRC.

Project Unity's objectives for this first session were:

- At the initial Collaborative Models Development Session, Project Unity participants will receive information on collaborative planning.
- At the initial Collaborative Models Development Session, Project Unity participants will receive information on language diversity and levels of language proficiency.
- By the conclusion of the first session, Project Unity school teams will have selected the Collaborative Model they want to develop and will complete the first section of the outline.

At the end of this session, 84.2 percent of the 114 Project Unity respondents rated its quality at either four or five on the Likert scale (above average or superior). Over 98 percent of the participants indicated they had received information on collaborative planning and language diversity, and over 92 percent said they had

received information on levels of language proficiency. All of the Project Unity school teams selected their collaborative model and completed the first section of the outline.

The project met its three objectives for the first Collaborative Models Development Session.

SECOND COLLABORATIVE MODELS DEVELOPMENT SESSION

In order to accommodate the needs of the nine participating C.S.D.s, the second Collaborative Models Development session was offered at various sites and times.

Project Unity proposed the following objectives for this second session:

- At the second Collaborative Models Development Session, Project Unity participants will receive information on multilingual/multicultural education related to the needs of students in their school and district community.
- At the second session of Project Unity, school teams will develop Part II of the model outline.

A total of 83.9 percent Project Unity respondents rated the quality of the sessions at either four or five on the five-point Likert scale (above average to superior).

Over 99 percent of the Project Unity respondents said they had received information on multilingual/multicultural education related to the needs of students in their school and district community. Most of the participants (93.9 percent) indicated they had completed development of Part II of the model outline.

The project met both objectives for the second Collaborative Models Development Session.

THIRD COLLABORATIVE MODELS DEVELOPMENT SESSION

The third session, like the second, was offered to individual districts on dates and in places that met participants' needs. Over 86 percent of the Project Unity respondents rated the quality of the third session at either four or five on the Likert scale (above average to superior).

Project Unity's objectives for the third session were:

- At the third Collaborative Models Development Session, Project Unity participants will receive information on curriculum alignment for bilingual and LEP students as well as techniques for adapting curriculum and instruction to facilitate the mainstreaming process.
- By the conclusion of the third session, Project Unity school teams will complete their Action Plan (Part III of the model outline).

All of the participants indicated they had received information on curriculum alignment for bilingual and LEP students and techniques to facilitate mainstreaming, and 96.7 percent indicated that their team had completed their Action Plan.

The project met its third session Collaborative Models development objectives.

FOURTH COLLABORATIVE MODELS DEVELOPMENT SESSION

At this session over 100 participants received information about developing, organizing, and presenting workshops at their schools and infusing the issue of bilingualism into workshops. Responses to an evaluation survey were received from 750. Project participants indicated that they had learned how to introduce a language lesson, motivate children to raise their self-esteem, use computers in reading classes, and how to involve individuals from business and industry as mentors. They also felt they had learned how to plan projects and activities better

and overcome parents' resistance to bilingual education. Teachers remarked that they would invite parents into the classroom to share their customs with the students. They also would use newspapers more for teaching and insure bilingual coverage of classes by team-teaching.

THE SHARING INSTITUTE

Twenty-two of the twenty-four project schools offered workshops at the wrap-up Sharing Institute, held at Hunter College on May 21, 1994. One hundred and twenty attendees received programs with a brief description of each workshop, e.g.:

> *An interdisciplinary professional development model was prepared to meet the needs of new and experienced bilingual and monolingual English staff. Planning process and implementation of new strategies presented within a mini-school model in an SBM School will be shared.*

Project Unity proposed two objectives for the Sharing Institute:

- Project Unity school teams will pilot their models, conduct action research and complete the "reflections on the group process" section of their model.
- All Project Unity teams will present their models at the Sharing Institute.

All project participants indicated that they had completed their "Reflections on the Group Process," piloted their models, and had presented them models at the Sharing Institute. Over 98 percent discussed the collaborative process that took place between bilingual and monolingual and general and special education staffs. More than 96 percent rated the quality of the Sharing Institute at either a four or a five on the Likert scale.

The positive aspects noted by the participants in their "Reflections" included;

learning each other's techniques, gaining knowledge of teachers' and students' cultures, mutual encouragement, and sharing of expertise. Participants indicated that they felt it was valuable to meet and work with new staff who taught different classes and subject areas, learn different teaching skills and strategies for presenting materials, gain in sensitivity to other languages and cultures, and reduce teacher isolation.

The project met both of its Sharing Institute objectives.

IV. THREE-YEAR PROJECT OVERVIEW

Title VII funding for Project Unity began in September, 1991 and ended in September, 1994. The project provided a staff development process (collaborative model) to teachers in the New York City Public School System. A major focus of the project was to bring together bilingual and monolingual general and special education staff.

Over the three-year period, participating C.S.D.s increased from three to nine, and the number of schools from 14 to 24. Teacher participants increased from 84 to 153.

Each year, the project director identified C.S.D.s with large numbers of LEP special education students and, with the approval of the superintendent, provided them with an information and recruitment session. Participants were selected to participate in a series of sessions on collaborative model development. The first Collaborative Models Development session introduced the collaborative process and presented bilingual, E.S.L., and special education materials. Other Collaborative Models Development sessions followed. Additional support sessions and on-site field visits focused on the particular needs of the individual participating schools. An end-of-year Sharing Institute gave participants an opportunity to share the results of their efforts.

One of the significant training features was the encouragement of project participants to become turnkeys as they gained experience and to act as mentors and guides to new project participants.

Project Unity met all of its objectives in each year of the project.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met all of its objectives in all year for the First, Second, and Third Collaborative Models Development Sessions and the Sharing Institute.

MOST AND LEAST EFFECTIVE COMPONENTS

Project Unity's most effective components were its individualization of programming to meet C.S.D. needs; its bringing together of bilingual and special education teachers and administrators to focus on meeting the needs of LEP students; and its giving schools in four boroughs the opportunity to share ideas, strategies, and models for serving LEP students.

Among the general conclusions drawn from the project were:

1. The overall positive response by participants demonstrated the accuracy of the needs identified and the staff development approach utilized.

2. Strong administrative support and participation by the site administrators facilitated coordination of the team's efforts and communication.

3. District support and participation provided resources and channels for sharing and dissemination.

4. Time provided for planning encouraged staff to participate and grow professionally.

5. College affiliation (New York's MRC at Hunter College) provided support, expertise, and encouragement.

6. The bibliography developed by the project and the materials distributed provided current and practical resources.

It is to be noted that despite the termination of funding, the following measures are being planned to ensure the continuation of project services:

1. Publication of a list of visitation/consultation sites among project schools.

2. Preparation of a workshop on September 24, 1994 for all Project Unity sites that volunteer to participate.

3. Provision of technical assistance to those schools that opt to continue.

4. Presentation of two special conferences a year to facilitate sharing.

5. Seeking resources for special conferences.

6. Continuing the collaboration with MRC.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Since this was the project's final year, OER offers no recommendations.

APPENDIX A

Materials Distributed to Program Participants

Title	Author	Publisher	Date of Publication
Empowering Minority Students	J. Cummins	CABE	1989
The Multicultural Classroom: Readings for Content Area Teachers	P.R. Amato & M.A. Snow	Longman	1992
A Common Sense Guide to Bilingual Education	J. Lessow-Hurley	A.S.C.D.	1991
Language Minority Students with Disabilities	L.M. Baca E. Almanza	Council for Exceptional Children	1991
Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions	A. Ortiz and B. Ramirez (Eds.)	Council for Exceptional Children	1988
Meeting the Needs of Culturally and Linguistically Different Students – A Handbook for Educators	S.H. Fradd & M. Weismantel	Pro-Ed	1989
Bilingual Education and Bilingual Special Education - A Guide for Administrators	S.H. Fradd & W.J. Tikunoff	Pro-Ed	1987
Affirming Diversity: The Sociopolitical Context of Multicultural Education	Sonia Nieto	Longman	1992
The Calla Handbook	Michael O'Malley	Addison-Wesley	1994
Bueno Modules for Bilingual Special Education (7 Volumes)	Baca, Collier, Jacobs, Hill (Eds.)	Bueno Center for Multicultural Education	1991

APPENDIX B

Observations at Project Unity Meetings

The Sharing Institute

Sharing Institute participants received the agenda, a schedule, and four publications: "Language Minority Students with Disabilities," "A Common Sense Guide to Bilingual Education," "The Multicultural Classroom--Readings for Content Area Teachers," and "Schools and the Culturally Diverse Exceptional Student."

Dr. Frances Segan, the project director, explained that although Title VII funding had ended she planned a final meeting for September 24, 1994. At that time teams who wanted to continue would be identified and plans would be made to provide technical assistance and possibly arrange some sharing meetings.

The following presentations were representative of the many offered.

Presentation by P.S. 19Q Team. P.S. 19Q is a very large school with more than 2,000 students from 47 countries speaking 25 different languages. The Project Unity team showed how teachers have worked on lessons to help these students develop positive traits. Guest speakers came to the school and talked about friendship, sharing, achieving, striving, self-esteem, and self-respect. Students from both general and special education in kindergarten through fifth grade were involved.

One first grade bilingual teacher chose "friendship" and developed lessons identifying the qualities of a friend. They used literature and real life situations. Each child identified a "best friend" and drew a picture of that friend. Pictures were included in the class book, "Our Book of Best Friends."

Presentation by M.S. 136K Team. A mini-school was set up in the main school. The mini-school curriculum focused on the humanities and fine arts and was developed around themes encouraging hands on experiences.

As a result of the mini-school experience two sixth and seventh grade classes have been programmed for September 1994 with a core curriculum of literature, mathematics, science, and fine arts. The classes will use the arts in the core areas. Students will read plays and draw on music and dance from Caribbean and African countries.

Presentation by P.S. 138K Team. The team described their collaborative effort to incorporate the quilt in the development of thematic units. Classes researched Africa and the Caribbean and developed quilts. The quilts were not only art but records of stories, vocabulary, and ideas.

In a special education bilingual class the teacher used the quilt to teach such concepts as over and under, comparison of shapes, and colors. A first grade teacher displayed several quilts using them as a basis for lessons in science and social studies. A third grade teacher used quilts to teach family values and tell stories. In another class, each child drew a picture about his or her family. These pictures were assembled into a quilt. The accompanying compositions the children wrote were organized into a class book.

Support Group Meetings

The support group meetings were open to all project participants to discuss special problems and share experiences. The meetings also provided an

opportunity for the project director and presenters to offer new information, informally assess progress, and provide participants with additional materials.

At the April 12 support group meeting held at Hunter College, teachers described progress and problems with Project Unity at their sites. Drs. Segan and Lemberger (a Project Associate from MRC) offered suggestions to the teachers. Participants indicated that they would have liked more information on strategies for getting staff to work together toward common goals, time management, and world holidays, and multicultural materials and ideas to be used with children of different backgrounds to encourage good feelings toward one another.

Field Meetings

Field meetings were held at project sites. The project team met with the project director and support staff to discuss their progress, present examples of outcomes, review individual plans, and indicate how they would contribute at the Sharing Institute.

P.S. 170X Field Meeting. One particularly successful activity was theme writing which evolved into a successful pen pal endeavor. Parental involvement included attending a retreat with some teachers to study the problem of inclusion and its possible impact on the school.

APPENDIX C

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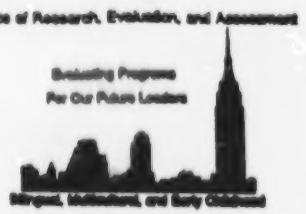


STAFF DEVELOPMENT QUESTIONNAIRE

First Collaborative Models Development Session
October 30, 1993

Sponsored by Project Unity (Division of Bilingual Education)
and the Multifunctional Resource Center (Hunter College)

Program: Project UNITY

Please answer questions 1 through 5 with "Y" for YES, "N" for NO, in the boxes to the right.

1. In this session, did you receive information on collaborative planning? ☐ 1

2. In this session, did you receive information about language diversity? ☐ 2

3. In this session, did you receive information on levels of language proficiency? ☐ 3

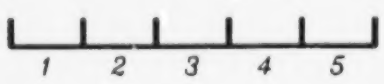
4. By the conclusion of this session, did your school team select the collaborative model you wish to develop? ☐ 4

5. By the conclusion of this session, did your school team complete Part I of the model outline? ☐ 5

Please continue on the other side of this questionnaire.

For Question 6, please write the number corresponding to your opinion in the box on the right.

6. What is your overall assessment of this first Collaborative Models Development Session?

Poor quality  Superior quality

6

7. Suggestions/Comments:

Thank you for completing this questionnaire.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
BOARD OF EDUCATION OF THE CITY OF NEW YORK
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Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

STAFF DEVELOPMENT QUESTIONNAIRE

Collaborative Models Development
Session 2

Sponsored by Project Unity (D.B.E.) and the Multifunctional Resource Center (Hunter College)

Program: Project UNITY

Date: ☐☐/☐☐/☐☐
1 2 3 4 5 6

Please answer questions 1 through 3 with "Y" for YES, "N" for NO, in the boxes to the right.

1. In this session, did you receive information on multilingual/multicultural education and services related to the needs of students in your school and district community? ☐ 7

2. In this session, did you receive information on bilingual/E.S.L. instructional strategies for first and second language needs? ☐ 8

3. By the conclusion of this session, did your school team complete Part II of the model outline? ☐ 9

For Question 4, please write the number corresponding to your opinion in the box on the right.

4. What is your overall assessment of this second Collaborative Models Development Session?

Poor quality ☐ ☐ ☐ ☐ ☐ Superior quality ☐ 10
1 2 3 4 5

5. Suggestions/Comments:

_____

_____

_____

Thank you for completing this questionnaire.

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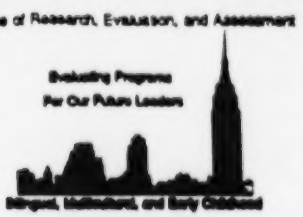

STAFF DEVELOPMENT QUESTIONNAIRE

Collaborative Models Development
Session 3

Sponsored by Project Unity (D.B.E.) and the Multifunctional Resource Center (Hunter College)

Program: Project UNITY

Date: ☐☐ / ☐☐ / ☐☐
1 2 3 4 5 6

Please answer questions 1 through 3 with "Y" for YES, "N" for NO, in the boxes to the right.

1. In this session, did you receive information on curriculum alignment for bilingual and LEP students? ☐ 7

2. In this session, did you receive information on techniques for adapting curriculum and instruction to facilitate the mainstreaming process? ☐ 8

3. By the conclusion of this session, did your school team complete the Action Plan (Part III of the model outline)? ☐ 9

For Question 4, please write the number corresponding to your opinion in the box on the right.

4. What is your overall assessment of this third Collaborative Models Development Session?

Poor quality ☐ Superior quality ☐ 10
1 2 3 4 5

5. Suggestions/Comments:

_____

_____

_____

Thank you for completing this questionnaire.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
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BOARD OF EDUCATION OF THE CITY OF NEW YORK
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BROOKLYN, NY 11201
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Sharing Institute
May 21, 1994

Program: Project UNITY

7 9
1 2

Please answer questions 1 through 3 with "Y" for YES, "N" for NO, in the boxes to the right.

1. Did your school team present the Project UNITY model that you implemented? ☐ 3

2. Did your team discuss the collaborative process that took place between bilingual and monolingual-English, and between general and special education staff? ☐ 4

3. Did your team complete Part IV (reflections on the group process) of the UNITY model outline? ☐ 5

4. Describe two other UNITY Collaborative Models that you learned about at the Sharing Institute.

a) _____

_____

b) _____

_____

5. Please indicate in the box on the right your overall assessment of the quality of the Project UNITY Sharing Institute.

Poor quality — 1 2 3 4 5 — *Superior quality* ☐ 6

Please turn page to complete questionnaire.

6. How much did your skills improve in meeting the needs of LEP students through participation in Project UNITY?

Not at all 1 2 3 4 5 *A great deal* ☐ 7

7. How much did your skills improve in meeting the needs of special education students through participation in Project UNITY?

Not at all 1 2 3 4 5 *A great deal* ☐ 8

8a. What were the most positive aspects of the collaborative process?

_____

_____

_____

8b. What would have helped to make the implementation of the Unity Collaborative Model more effective at your site?

_____

_____

_____

9. What were the benefits for those who attended the Hunter-MRC/D.B.E.-UNITY "Teacher as Researcher" Support Group at Hunter College?

_____

_____

_____

10. Any other comments:

Thank you for your cooperation.

DIVISION OF BILINGUAL EDUCATION
TITLE VII - PROJECT UNITY

Outline for Professional Development Collaborative Model
For Teams Working With Limited English Proficient (LEP) and Former LEP Students

CSD #: _____ School: _____

Year #: _____ in Project Unity *Classes: _____ Grade Level: _____

Names of Team Members: *Indicate language where applicable

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Select a Team Coordinator: _____

I. A. **Description of Community** (e.g., ethnic groups, number of people, languages spoken, community agencies, businesses, etc.)

B. **Describe how team members can work as liaisons with community agencies, businesses and families of LEP students.**

C. **Description of School Building within District** (e.g., physical-plant, "school philosophy," school policies. key people in the school, SBST, existing collaboration networks, support personnel)

D. **Description of Students** (total enrollment, composition, age, languages, LEP or former LEP, bilingual, special education, general education, varied learning styles.)

E. **Describe what teachers can do to promote classroom environments that are sensitive to the LEP students's social and academic needs.**

II. A. **Describe what each team member brings to the group** (knowledge, strengths, and skills).

B. **Describe needs and areas of interest that each team member would like to learn about LEP students. (E.g. teaching strategies, instructional methods, and informal assessment procedures, etc.)**

C. **Describe the team members' goals for professional development.**

III. **Action Plan**

1. **Draft a Professional Development Plan that the team members could offer and organize for their school. You could identify other colleagues whose skills, talents, and knowledge could be utilized.**

2. **Plan specific time for the Professional Development Plan, example: a half-day series of workshops that team members could offer; plan an afterschool event or an Open House for sharing ideas, information, and materials between teachers serving LEP or former LEP students in general or special education classes; develop a schedule to implement classroom intervisitations.**

B. 1. Keep a log of activities and processes that the team members used to implement the school year plan and develop a narrative.

2. **If participating in Project Unity for a second/third year, what new or different activities will you use in the Professional Development Plan concerning bilingual, LEP or former LEP, and special education students?**

IV. **Implementation & Reflections**

A. 1. **Why and how was this model chosen?**

2. **How did your project turn out? Describe what you actually did? How did it compare with what you proposed in your action plan?**

B. 1. **What was most helpful in the team building process?** If a second/third year school, compare this year with previous years.

2. **What obstacles hindered the team building process?**

C. 1. **What worked best for the team and your colleagues in the Professional Development Activity?**

2. **What areas needed to be changed or modified?**

3. **How would you expand the Professional Development Plan for the future?** (ex. more classroom intervisitations, sharing with another school or on the district level, etc.)